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Booklet 2B

# HEALTH and Life Skills

## MODULE 2

### *Relationship Choices*

HOME INSTRUCTOR'S GUIDE AND  
ASSIGNMENT BOOKLET 2B



Learning  
Technologies  
Branch

Alberta  
EDUCATION

Health and Life Skills 7

Module 2: Relationship Choices

Home Instructor's Guide and Assignment Booklet 2B

Learning Technologies Branch

ISBN 0-7741-2628-0

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

	You may find the following Internet sites useful:
	<ul style="list-style-type: none"><li>• Alberta Education, <a href="http://www.education.gov.ab.ca">http://www.education.gov.ab.ca</a></li><li>• Learning Technologies Branch, <a href="http://www.education.gov.ab.ca/ltb">http://www.education.gov.ab.ca/ltb</a></li><li>• Learning Resources Centre, <a href="http://www.lrc.education.gov.ab.ca">http://www.lrc.education.gov.ab.ca</a></li></ul>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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## Section 2: Interactions

In Section 2 of Module 2 students learn about the interactions they have with others in their lives and how healthy relationships are part of their emotional and social health. Students focus on the characteristics of healthy relationships and look at examples of healthy relationships. They consider strategies for resolving conflict in healthy ways, and they examine the process that groups use to set goals and collaborate.

Section 2 consists of three lessons with a student assignment for each lesson:

- Lesson 1: Healthy Relationships
- Lesson 2: Dealing with Conflict
- Lesson 3: Group Roles and Processes

### Lesson 1: Healthy Relationships

This lesson focuses on the characteristics of healthy relationships and some of the influences that affect relationships. Ask your student to discuss what a healthy relationship means to him or her, and encourage him or her to identify strategies and skills for developing effective relationship skills. Collect examples of healthy and positive relationships as well as examples of negative or violent relationships from media and literature sources for student use in this lesson.

In this lesson students are asked to identify three people who are important in their lives and to create a chart in which they list two things they expect from each person and two things these people expect from them. This activity is designed to introduce students to the idea that expectations in relationships can be influenced by both internal and external factors. Encourage your student to share his or her chart with you.

In question 2.a. students create a chart that lists the characteristics of a healthy relationship. Students identify and group these characteristics into two categories: personal characteristics that are part of a healthy relationship and actions that people in healthy relationships take. They are then asked to consider how they could improve their relationships with others. Encourage your student to share his or her ideas of what makes a healthy relationship.

In the extend activity students create a collage using five examples from different media sources, along with a slogan that contains a warning for teens about the impact of violence in the media. Encourage your student to discuss the media violence that he or she is exposed to and how it affects him or her.

Students are given a brief summary of some of the guidelines developed by the Canadian Association of Broadcasters regarding the depiction of violence on television. The complete “Voluntary Code Regarding Violence in Television Programming” is available on the Internet.

In the Assignment Booklet for this lesson your student makes a descriptive list of ways to create and maintain a healthy relationship. Your student will use the list to represent his or her understanding of why healthy relationships are important to overall health and well-being. Have your student review what he or she has learned about healthy relationships and use this as a starting point for completing the assignment.

To promote awareness of the impact of violence in the media, parents can talk to students about what they see and hear in the media. Consider exploring the following questions to provoke critical thinking about television programming:

- What does the student think about what happened in the program?
- What was real, and what was pretend? Discuss how TV shows and movies are produced and how props and stunt people make violent scenes look realistic.
- How does your student feel about what he or she watched? If your student felt uneasy, what made him or her feel that way? Why?
- When a violent incident occurs, point out that violence is not the way adults usually solve problems. What other ways could the character have acted? Was there a non-violent solution?
- Were there consequences to the character's actions? Were people hurt? Were there realistic consequences for the character? What would the consequences be in real life?
- What could bystanders have done to help the person who was the victim of the violence? Why did or didn't they help?
- Do people like the ones in magazine advertisements, commercials, or television shows really exist? How realistic is the portrayal of these people?
- Are news clips a good way to gauge what's going on in the world? Explain that, while the violence in the news is real, it represents only a small portion of what goes on in the world. Discuss how news is selected for entertainment value, and point out that often the good things that happen never make it into the news. Assure your student that the world is not always as violent or scary as the news would suggest.
- Why do people buy tabloids even though they know the stories are exaggerated?
- Who owns the media? Find out how many newspapers, radio stations, or television networks are owned by the same company. Investigate the world views or biases of these companies. Are they more likely to report on conflict or compromise?
- What is the role of advertising in the media? Identify and discuss the various methods of persuasion used by advertisers. Challenge the claims made in commercials.

For further exploration, a number of resources dealing with media violence are available on the following website:

<http://www.media-awareness.ca>

This website offers practical support for media education in the home, school, and community. It provides information and food for thought on the fast-evolving media culture.

## Lesson 2: Dealing with Conflict

This lesson focuses on the styles and the process of conflict resolution. This is important because at some time or other everyone faces conflict in his or her relationships and interactions with others. The activities in this lesson encourage students to develop strategies to deal with conflict and resolve it in positive ways.

In question 1 students explore examples of conflicts that grade 7 students would typically have. Encourage your student to share these with you.

The students explore some commonplace, practical communication “dos and don’ts.” Discuss these with your student to find out why these tips help make a win-win resolution.

The Internet activity asks the students to explore two websites to find some strategies for resolving conflicts with parents, siblings, and teachers. Ask your student to share his or her findings with you and discuss some of the strategies.

## Lesson 3: Group Roles and Processes

This lesson focuses on the effects of belonging to groups, teams, and gangs, as well as the benefits and processes involved in developing group skills, such as collaboration and goal setting. Ask your student to consider how belonging to groups can influence his or her physical, emotional, social, and intellectual health in both positive and negative ways. Have your student share perspectives on his or her own sense of belonging and involvement with groups. Plan to collect information on the effects of belonging to a group or gang from sources such as the media and organizations that deal with social health. Collect information as well on processes and benefits of collaboration and group goal setting for student use in this lesson.

Students are asked to reflect on the kinds of groups they belong to or have belonged to, as well as the benefits of belonging to each of these groups. This activity is designed to have students consider the influences and pressures that affect their choices when they are in groups and then to lead into a discussion of the differences between groups and gangs.

In question 5 students brainstorm examples of the advantages and disadvantages of being a member of a group. Students are asked to think of different types of groups they might be part of. Plan to discuss and share examples of different groups to which you have belonged and the benefits of belonging to such groups, as well as the choices you may have made to not join a group.

In question 7 students are asked to define a goal and to indicate some of the goals of the groups to which they belong. Encourage your student to consider the different types of groups he or she may be involved with—sports or recreational teams, activity-based groups, classroom or school-based groups, community-based or family groups—and to reflect on the goals that these groups may have.

In question 8 students create a web that provides examples of group goals that may be set by the students in a class in order to improve class grades, help a group work more effectively, and expand volunteerism within the group.

In the Assignment Booklet for this lesson students write an e-mail message to a friend, Jill, who is worried about belonging and so is considering joining a gang. In the message students must address the following:

- group influences (positive or negative)
- functions of the group
- group goal setting
- teamwork
- gangs

Have students review what they have learned about the benefits and risks of belonging to groups, differences between teams and gangs, the dangers and risks of belonging to a gang, and strategies for setting group goals.

Parents should know that a youth gang consists primarily of adolescents and young adults who

- routinely interact with one another
- are frequently and deliberately involved in illegal activities
- share a common group identity that is usually represented through a gang name
- typically communicate their identity by adopting certain symbols, colours, mannerisms, and turf

Motivation for joining a gang can include some of the following:

- protection or intimidation
- recognition and identity
- financial gain
- family-like support
- survival
- excitement

A child is more likely to become involved with a gang if he or she

- lacks a strong sense of self-worth
- lives in a gang-oriented neighbourhood
- has relatives in a gang
- has problems at home
- has problems at school such as being disruptive, threatening, or behind academically
- lacks recreational and vocational skills

To promote positive teamwork and successful group interaction, parents can

- offer to supervise recreational games
- provide opportunities for supervised student recreation in their own homes
- volunteer to drive groups of students to supervised activities

There is a great deal of information available on the Internet regarding the dangers and risks of belonging to a gang and on ways that parents can help their children avoid these dangers and risks. You may find the following website useful:

<http://www.police.edmonton.ab.ca/Pages/gangs/gangmain.htm>

**Note:** You may need to remind your student that he or she should be working on either Part A: Human Sexuality or Part B: Journal Project. Remember, the completed component must be submitted with Module 3 Assignment Booklet 3B for assessment.

## ASSIGNMENT BOOKLET 2B

Health and Life Skills 7  
Module 2: Section 2 Assignment

### Home Instructor's and Student's Comments:

<b>STUDENT FILE NUMBER</b> (if label is missing or incorrect) <hr/> <hr/>	<b>Apply Module Label Here</b>	<table border="1"><tr><td>Name</td><td>Address</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>Postal Code</td></tr></table>	Name	Address						Postal Code	<i>Please verify that preprinted label is for correct course and module.</i>	<b>FOR SCHOOL USE ONLY</b>  Assigned Teacher: <hr/> Date Assignment Received: <hr/> Grading: <hr/>
Name	Address											
			Postal Code									

### Teacher's Comments

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Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

## **INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET**

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

### **MAILING**

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

### **FAXING**

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

### **E-MAILING**

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

# HEALTH and Life Skills

MODULE 2

## *Relationship Choices*

ASSIGNMENT BOOKLET 2B



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EDUCATION

## FOR TEACHER'S USE ONLY

### Summary

	Total Possible Marks	Your Mark
Section 2 Assignment	50	

### Teacher's Comments

Health and Life Skills 7  
Module 2: Relationship Choices  
Assignment Booklet 2B  
Section 2 Assignment  
Learning Technologies Branch

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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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**ASSIGNMENT BOOKLET 2B**  
**HEALTH AND LIFE SKILLS 7: MODULE 2**  
**SECTION 2 ASSIGNMENT**

This Assignment Booklet is worth 50 marks out of the total 100 marks for the assignments in Module 2. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

50

### **Section 2 Assignment: Interactions**

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Circle the appropriate letter.

1. How one thinks and feels about oneself is

- A. self-esteem
- B. self-concept
- C. tolerance
- D. stress

2. Which of the following statements is true?

- A. Adult shows and advertisements that contain scenes of violence can't be shown before 9 p.m.
- B. Kids' television shows can only contain frightening special effects if they make the story more interesting.
- C. Television producers do not have to worry about how they portray dangerous acts such as lighting matches or using plastic bags as toys.
- D. All of the above statements are true.

20

3. List and describe 10 ways you can create and maintain healthy relationships with others.

When you've finished responding to the preceding questions, return to page 73 of Module 2 Student Module Booklet and start working on Lesson 2.

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Circle the appropriate letter.

1 4. A win-lose style of conflict resolution means the following:

- A. Both sides leave dissatisfied with the end decision.
- B. Neither person gets what he or she wants.
- C. One party is satisfied and the other is not.
- D. Both sides get something, but also give up something.

1 5. The settlement of differences in which each side gives in on some issues but not others is

- A. negotiation
- B. compromise
- C. conflict resolution
- D. collaboration

6. What three strategies can be used for resolving conflicts?

When you've finished responding to the preceding questions, return to page 83 of Module 2 Student Module Booklet and start working on Lesson 3.

20 7. Read the following e-mail your friend Jill has sent you. What advice would you give her? Write an e-mail to Jill telling her what you think she needs to consider before she makes her decision. Use what you have learned in Lesson 3 about group influences (positive or negative), functions of the group, group goal setting, teamwork, and gangs to address Jill's concerns.

From: Jill Raju [jillgirl@planetseven.ca]  
To: bestfriend [healthgeek@planetseven.ca]  
Subject: to belong or not to belong

Hey You,

Finally I'm writing. Things haven't been going so well lately, and I'm feeling kinda down. :(

Plus my computer crashed so I haven't been able to send any e-mail. Ugh. Where do I start? I'm having problems with a group of friends that I always hang out with, and I don't know what to do anymore. They ignore me every time I try to say something. When we try to figure out what to do or where to go, it takes hours and everyone disagrees. One guy ends up making all the decisions, but he doesn't ever want to do anything except sit around. We don't even really talk to each other. We are supposed to be helping organize a teen drop-in at the school, but we can't seem to get started on it. It's driving me crazy!!!

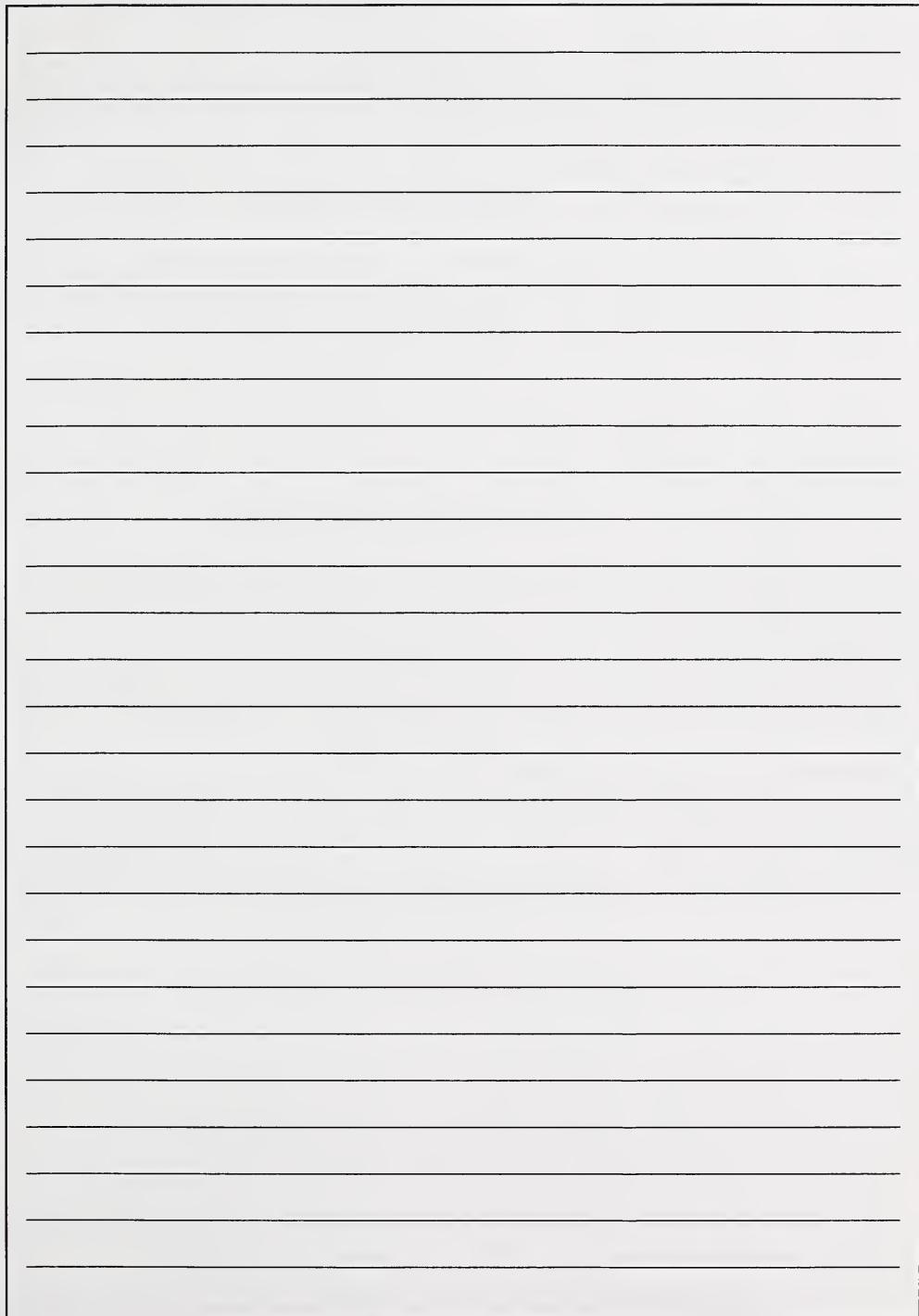
Another group of kids who hang around my neighbourhood have started to ask me to do stuff with them. Some of the kids at school say they are a gang because they wear gang colours, but I'm not sure. They want me to hang out with them, and I think I might. At least I'd be doing something! At least I'd belong somewhere! So tell me whaddaya think?

ttyl  
Jill

Use the following checklist to ensure your advice is clear and effective.

I have addressed both positive and negative group influences.	
I have reviewed the functions of a group in relation to Jill's group of friends.	
I have discussed the importance of group goal setting and goal-setting steps.	
I have considered teamwork in relation to Jill's group of friends.	
I have discussed the warning signs and risks of belonging to a gang.	

(There is more room for your answer on the following page.)



A large rectangular box containing 20 blank horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

(There is more room for your answer on the following page.)

When you've finished responding to the preceding questions, submit Assignment Booklet 2B to your teacher. Then continue where you left off in the Student Module Booklet.

## ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

## **STUDENT'S DECLARATION**

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

Student's Signature

### **SUPERVISOR'S DECLARATION**

I hereby certify that I have supervised the learning activities completed by \_\_\_\_\_

Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

**Supervisor's Signature**

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.

